

# SCHOOL *Desk* LIFE

OFFICIAL JOURNAL OF THE \* \* \* \* \*

OFFICE OF EDUCATION

UNIVERSITY  
OF MICHIGAN

MAR 29 1957

PERIODICAL  
READING ROOM

## AMONG THE CONTENTS

*The Status of Education* 5  
... the President recommends policies to Congress

*Teaching About the UN* 7  
... the schools begin early

*Progress in Research Program* 10  
... 19 new contracts bring total to 55

*Special Teachers* 11  
... a conference explores their role

*What Services from OE?* 13  
... national organizations are explicit



March 1957

# IT IS NECESSARY TO KNOW

IT HAS now been widely recognized that to learn about the United Nations should be an essential part of civic education not only in the widest cultural sense but also, more formally, as part of the school curriculum of the growing generation.

Both the concept of a world forum to which the family of nations could turn for peace, justice, and order, as well as the institution embodying such a concept and giving it concrete shape and movement are important elements in our modern political thinking and in international political structure.

For a student of today, they constitute the very climate in which he is born. It is necessary for him to know the community in which he is maturing; for as a citizen he will receive stability from it and in turn will be required to serve it, for the common good.

In particular a student should find the United Nations an exhilarating study; for such an organization is founded on the noblest dreams and the highest aspirations of man to which youth can bring purity, vitality, and courage.

His teacher will welcome the mission, too. For in lending his own enthusiasm to the principles and the purposes of the United Nations he will find a new opportunity for giving his student will to peace, faith in justice, and pride in tolerance.



*D. A. Hamm*

SECRETARY-GENERAL OF THE UNITED NATIONS

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE . . .

MARION B. FOLSOM, *Secretary*

## OFFICE OF EDUCATION

LAWRENCE G. DERTHICK  
*Commissioner of Education*

CARROLL B. HANSON  
*Director  
Publications Services*

JOHN H. LLOYD  
*Managing Editor*

THEODORA E. CARLSON  
*Editor*

ARVILLA H. SINGER  
*Art Editor*

## SCHOOL LIFE, Official Journal of the Office of Education

Vol. 39 MARCH 1957 No. 6

Reports Office planning and action in research, services, and grants; presents statistical information of national interest; reports on legislation that affects education; summarizes publications of the Office; and sets forth the views of officials of the Department.

Published monthly, October through June. To order, send check or money

order, with subscription request, to Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscriptions, \$1 per year; single copies, 15 cents; foreign subscriptions, \$1.25.

A discount of 25 percent is allowed on orders for 100 copies or more sent to one address within the United States.

Printing has been approved by the Bureau of the Budget (Aug. 16, 1955). Contents are not copyrighted and may be reprinted.

Educational news

## EVENTS AND DEVELOPMENTS

of national significance

### Encouragement from UNESCO

**I**N THESE days when education is being dealt heavy blows in many parts of the world, it is reassuring to know that UNESCO (United Nations Educational, Scientific and Cultural Organization) is working to make its program more effective, pruning out a number of its small projects so that its major ones may flourish more.

At its ninth general conference, held in New Delhi, India, from November 5 to December 5, UNESCO voted about half of a \$2-million budget increase for 1957-58 to its three chief projects:

*Extension of primary education in Latin America;*

*Scientific research on arid-land problems; and*

*Development of mutual appreciation and understanding between East and West.*

It also increased by \$90,000 the funds for a project that is basic to virtually any advance the Organization hopes to make—*preparing reading materials for new literates*—a project that is developing techniques usable in many languages and should eventually do much to raise literacy levels in all parts of the world.

### Beginning Teacher

**C**ONCERN over the problem of recruiting and keeping qualified teachers in our schools has led the Office of Education to begin a survey of beginning teachers, a survey that it plans to repeat every few years.

A national sample of school districts has supplied the Office with names and addresses of its new staff members, and to these a questionnaire is now going out. It seeks information about the economic status of these teachers, as well as information about such matters as their qualifications, their work load, and their satisfactions in their work. It will also explore the factors in that inevitable decision—whether to stay in teaching or to leave it.

### Standards

**A**NOTHER step has been taken in the development of a basic manual on school-property accounting.

On January 14-15, twenty representatives of five national organizations (American Association of School Administrators, Association of School Business Officials of the United States and Canada, Council of Chief State School Officers, National Council of School House Construction, and National School Boards Association) and the Office of Education met to plan the contents of such a manual. When it is completed, the conferees say, it will establish for the entire Nation these basic standards for school-property accounting: (1) Definitions of terms and accounts, (2) definitions of units of measure, (3) procedures for determining values, and (4) ways of arriving at costs. For the first time in history the foundations will be laid for gathering from the four corners of the United States comparable infor-

mation about school buildings, sites, and equipment.

Commissioner Derthick, speaking at an early session of the planning conference, emphasized the urgency of the matter under consideration: "The tremendous school-building program we have ahead of us sharpens the need for standards and definitions. The handbook you propose will serve two purposes. It will be a guide to all who are responsible for constructing and managing our schools, and it will be the basis for giving the people accurate information about the progress of their schoolhousing programs."

Now the staff of the Office of Education turns to the next step of the project—preparing a preliminary draft of the manual, in line with recommendations of the conference.

### Opening Doors

**H**OW TO get the word across to young people in minority groups that more and better opportunities are opening for them in jobs calling for technical knowledge and skills, and then to stimulate them and other young people to prepare themselves for these jobs—that was what 200 leaders in education, business, and labor from 16 cities met to consider in Washington on February 4.

The conference was called by Vice President Nixon, who is chairman of the President's Committee on Government Contracts, a committee set up to work toward ending, in all work done under such contracts, discrimination because of race, religion, or

national origin. Cosponsoring the conference was the American Personnel and Guidance Association.

The very fact that the conference brought together representatives from institutions responsible for getting information to young people, training them, and directing them to employment; and then gave these representatives a day of intensive interchange of ideas with the people closest to the job opportunities, gives us high hope that the conference will have far-reaching effects, both for developing the rich potential of minority youth and for solving the problems of discrimination.

### Fall Facts

**D**ATA from State departments of Education for our public schools in the fall of 1956 add up to these totals:

- 31.5 million pupils were enrolled—22.2 million in elementary schools and 9.3 million in secondary.
- 2.3 million of these were in excess of the normal capacity of publicly owned school plants. They were being crowded in somehow, or housed in makeshift facilities; or they were being "accommodated" through half-day sessions.
- 159,000 more classrooms were needed—80,000 to take care of the enrollment in excess of normal capacity, and 79,000 to replace obsolete facilities still in use.
- 69,000 classrooms are scheduled for completion during this year—10 percent more than last year's record 61,868.
- 1.2 million teachers, full-time and part-time, were employed. Of these, 39,000 held substandard certificates.

These totals, together with some others, have grown out of the Office of Education's third annual collection of data on eight basic items for public schools in the State and Territories. Full report of the findings is now available in Office Circular No. 490, *Fall 1956 Statistics on Enrollment, Teachers, and Schoolhousing in Full-Time Public Elementary and Second-*

*ary Day Schools*, by Samuel Schloss and Carol Joy Hobson. Copies are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 15 cents each.

### For the Record

**T**HE STORY of how Americans in 1956 celebrated the 100th anniversary of the birth of Woodrow Wilson will be told to posterity. It will be told in a record that is now being compiled by the Woodrow Wilson Centennial Commission and

### Loss

**S**CHOOL LIFE notes with sadness the passing of two distinguished educators who by their very association with the Office of Education enhanced its stature and worth.

PHILANDER PRIESTLEY CLAXTON, who was Commissioner of Education for the United States from 1911 to 1921, died on January 12 in Knoxville, Tenn., at the age of 94 years.

ALINA LINDEGREN, who for 25 years served the Office as an authority on European education systems, died on January 25. Her death resulted from a fall she suffered that day on her way to work, just a week before she was to have entered on her retirement.

in a collection of materials that will be placed in the Library of Congress as a permanent memorial to a great American.

The celebration was stimulated by a joint resolution of the Congress, and the Nation responded with enthusiasm and pride. Children put on programs; scholars wrote books; citizens from every State in the Union made pilgrimages to Wilson's birthplace. Groups representing every facet of American life took part. Even foreign countries joined to honor the year.

To make sure that each commemorative activity gets into the record, the Centennial Commission is appeal-

ing to participants for information. It wants these details: Date and place, what group arranged it, what it included, who took part, how many persons saw and heard it. It wants, too, copies of any 1956 or 1957 article, paper, address, sermon, or book on Wilson—or information on where such copies can be obtained. All *School Life* readers who have such information or materials are invited to send them directly to the Woodrow Wilson Centennial Celebration Commission, Department of Interior, Washington 25, D. C.

### Campaign against Polio

**W**HY ARE there so many young people in the United States who have not yet had even a single shot of the Salk vaccine? Latest reports say there are 63 million under 40 years—a startling number in the light of these facts—

- Persons under 40 are the ones most susceptible to poliomyelitis.
- The vaccine that would protect them is readily available.
- Even one shot in the series of three would give them a good deal of immunity. Experience thus far shows that the vaccine is 75 to 80 percent effective in one- or two-shot cases, and 90 percent effective for persons who have had all three shots.

Plainly, education is now the major weapon in the battle against polio. The Office of Education urges school officials and teachers to direct their most persuasive efforts toward this goal: Vaccination of all persons under 40 now. Especially do students, teachers, and all other school personnel need the protection afforded by vaccine; for their frequent and prolonged group contacts make them particularly vulnerable.

The national campaign against polio, of which this statement is a part, is spearheaded by the medical profession, public health authorities, and the National Foundation for Infantile Paralysis.



# Status of American Education

MESSAGE FROM THE PRESIDENT TO THE CONGRESS

JANUARY 28, 1957

IN several previous messages to the Congress I have called attention to the status of American education—to accomplishments of the past and to certain problems which deeply involve the national interest and welfare.

Today more Americans are receiving a higher level of education than ever before. Progress has been made in building more and better schools and in providing more and better teachers. And yet problems in education still persist, and time has more clearly defined their scope and nature.

The educational task in this country is basically a State and local responsibility. Looking ahead, that task is unprecedented in its sheer magnitude. Elementary and secondary schools already are overflowing under the impact of the greatest enrollment increase in our history. The number of pupils in public schools has increased by 5½ million in the past 5 years, and will further increase by about 6 million in the next 5 years.

We have already reached an alltime peak in enrollment in colleges and universities. Yet, in the next 10 to 15 years the number of young people seeking higher education will double, perhaps even triple.

Increasing enrollments, however, by no means represent the whole problem. Advances in science and technology, the urgency and difficulty of our quest for stable world peace, the increasing complexity of social problems—all these factors compound our educational needs.

One fact is clear. For the States, localities, and public and private educational institutions to provide the teachers and buildings and equipment needed from kindergarten to college, to provide the quality and diversity of training needed for all our young people, will require of them in the next decade the greatest expansion of educational opportunity in our history. It is a challenge they must meet.

State and local responsibility in education nurtures freedom in education, and encourages a rich diversity of initiative and enterprise as well as actions best suited to local conditions. There are, however, certain underlying problems where States and communities, acting in-

dependently, cannot solve the full problem or solve it rapidly enough, and where Federal assistance is needed. But the Federal role should be merely to facilitate, never to control, education.

## TEACHERS

Solutions to all the other problems in education will be empty achievements indeed if good teaching is not available. It is my earnest hope that the State and communities will continue and expand their efforts to strengthen the teaching profession.

Their efforts already have accomplished much. Progress has been made in reducing the teacher shortage. There are encouraging increases in the number of persons training to teach and the proportion of those so trained who enter the profession. Still, this year thousands of emergency teachers with substandard certificates had to be employed. Far more needs to be done in our various communities to enhance the status of the teacher—in salary, in community esteem and support—and thereby attract more people to the profession and, equally important, retain those who bear so well the trust of instructing our youth.

## OFFICE OF EDUCATION

By providing statistics and analyses on trends in education, and by administering other services, the United States Office of Education performs a valuable role in helping public and private educational institutions better to perform their tasks.

A significant first step was taken last year toward strengthening the Office of Education. The appropriation for the Office was increased to implement a cooperative research program, and to expand statistical and professional advisory services and studies.

This year I am asking for increases in funds for these activities, because they hold such promise for real progress toward solving some of the basic and long-standing problems in education.



## EDUCATION BEYOND THE HIGH SCHOOL

If the States, localities, and public and private educational institutions are successfully to meet, in the next decade, the increasing needs for education beyond the high school, their effort must begin now. The Federal Government, however, can take certain appropriate steps to encourage such action.

Already the Congress has enacted legislation for long-term loans by the Housing and Home Finance Agency to help colleges and universities expand their dormitory and other self-liquidating facilities.

Last year I appointed a Committee on Education Beyond the High School, composed of distinguished educational and lay leaders, to study and make recommendations in this field. The Committee's interim report of last November delineates issues that should have the most careful attention.

It pointed out that much more planning is needed at the State level to meet current and future needs in education beyond the high school. The Congress at the past session enacted Public Law 813, which authorized Federal funds to help the States establish State committees on education beyond the high school. The funds, however, were not appropriated. I recommend that the Congress now appropriate the full amount authorized under this legislation.

The State committees can do much to promote discussion, define problems, and develop recommendations. Their recommendations, however, must be supplemented by detailed plans to meet specific needs for expansion of physical facilities, enlargement of faculties, and other adjustments which may provide new or different institutions. Such detailed planning requires the coordinated effort of both public and private education in each State—and time, personnel, and funds.

I recommend that the Congress amend Public Law 813 so as to authorize grants to the States of \$2.5 million a year for 3 years for these purposes.

## FEDERAL AID FOR SCHOOL CONSTRUCTION

Of all the problems in education, one is most critical. In 1955, and again last year, I called attention to the critical shortage of classrooms in many communities across the country. The lack of physical facilities is a temporary emergency situation in which Federal assistance is appropriate. Unquestionably, a very considerable portion of the shortage is due to World War II restrictions on all types of civil construction, including schools. With Federal help the States and communities can provide the bricks and mortar for school buildings, and there will be no Federal interference with local control of education.

I again urge the Congress to act quickly upon this pressing problem.

Today there are enrolled in our public schools about  $2\frac{1}{4}$  million children in excess of the normal capacity of

the buildings in use. These children are forced to prepare for the future under the handicap of half-day sessions, makeshift facilities, grossly overcrowded conditions. Further, many classrooms which may not be overcrowded are too old or otherwise inadequate. They should be promptly replaced.

The need for Federal assistance in eliminating this shortage is not theory, but demonstrated fact. It cannot now be said, realistically, that the States and communities will meet the need. The classroom shortage has been apparent for a number of years, and the States and communities have notably increased their school-building efforts. Each year, for several years, they have set a new record in school construction. And yet, in the face of a vast expansion in enrollments each year, many areas are making inadequate progress in reducing the shortage accumulated over many past years. The rate of State and local construction is spotty, with noticeable lags in areas where needs are expanding most rapidly.

I propose, therefore, a comprehensive program of Federal assistance. The program is designed to accomplish in 4 years what last year's proposal would have done in 5, since 1 year has already been lost. I urge the Congress to authorize—

- (1) Federal grants to the States for school construction, at the rate of \$325 million a year for 4 years, a total of \$1.3 billion.
- (2) The authorization of \$750 million over the 4-year period for Federal purchase of local school-construction bonds when school districts cannot market them at reasonable interest rates. These loan funds would be made available to the States on the basis of school-age population. The State educational agency would determine the priority of local school districts for Federal loans based on their relative need for financial aid in the construction of needed school facilities.
- (3) Advances to help provide reserves for bonds issued by State school-financing agencies. This would facilitate the issuance of these bonds to finance schools which would be rented and eventually owned by local school districts.
- (4) The expenditure of \$20 million in matching grants to States for planning to strengthen State and local school-construction programs.

As I indicated in my message on the state of the Union, I hope that this school-construction legislation can be enacted on its own merits, uncomplicated by provisions dealing with the complex problems of integration.

## Basic Principles

Certain basic principles must govern legislation on Federal grants for school construction, if they are to

*continued on page 15*

# TEACHING INTERNATIONAL UNDERSTANDING

This statement on the philosophy and practices in our schools is underlined by this month's editorial, written for *School Life* by the Secretary-General of the United Nations.

**T**HE CHILDREN who entered the first grade in our schools during that memorable autumn when the United Nations was born are seniors in high school now—close to the threshold of their maturity and the full status of their citizenship.

What they know about the UN, how ready they are to live in a world that daily calls for increments of international understanding in everyone—all this depends much on how well they have been taught for the past twelve years.

Something about the fact that they will be the first high-school graduates to have spent every one of their school years in a world that includes the United Nations gives us self-searching pause. In what ways have we gone about our task of constructing in their minds the defenses of peace? What have we found to be the best ways? What principles have we developed to guide us with the classes that will follow them?

## The principles are basic

As for the principles, we discover that we cannot claim them as new; they have long been basic to good teaching in every subject:

► We have known that we cannot afford to be haphazard, drifting aimlessly from one occasional, casual lesson to another. We have therefore set up broad aims to give our teaching focus and to make our emphasis sound. We have phrased these aims variously, but beneath the different words we have all said pretty much the same thing—

1. *Give each child some understanding of the other peoples in the world, and some appreciation of their cultures.*

2. *Help him develop a clear concept of the United Nations as an in-*

Written in consultation with  
Office of Education Staff  
**HOWARD H. CUMMINGS**  
*Specialist for social studies and  
geography, secondary schools*  
**WILHELMINA HILL**  
*Specialist for social studies,  
elementary schools*  
**FREDRIKA TANDLER**  
*Specialist for international  
educational relations*

*ternational body working for justice  
and peace.*

3. *By a study of the specialized  
agencies of the United Nations, foster  
his awareness of the interdependence  
of all countries and a feeling of every  
man's responsibility for his brother's  
welfare.*

We have known that before we can understand others we must first understand ourselves, and that only as we feel securely rooted in our own culture can we turn easily to people of other cultures and blithely accept them. Thus much of our early teaching of international understanding has been foundational—about our local communities, the dignity of labor, the rights and contributions of individuals, the obligations of citizens, the heritage of Americans. We have considered no child too young to learn the lessons of cooperation that await him in his personal environment.

► We have known that learning about the UN is basically a growth process, a developing of attitudes—the sort of learning that can't begin too early, the sort that should never end. For that reason we have conceived of education for international understanding as an uninterrupted spiral, beginning with the everyday child-with-

child and child-with-teacher relationships in the nursery school and, as the years pass, steadily rising and swelling, moving from the known to the unknown, from the near to the far, from the local to the international, from the concrete to the abstract—until the young person has acquired sound understanding of that highly complex matter: The social, economic, and political interrelationships of the world.

► We have known, too, that friendliness and appreciation are not the only sides to international understanding—that it has its sterner side, named judgment. In order to make our children's approach to others a sturdy thing, based on the evaluating mind as well as on the sympathizing heart, we have faced up in our classrooms to disturbing facts: That the UN has often been less than successful and that not all the will in the world is good will. And for these facts we have tried to help our pupils to discover the true reasons, so that, when they are grown, they will be equipped to deal with the forces that raise barriers between men.

► And we have known how strangely powerful is the influence of the teacher. For that reason we have striven to keep our ideals high, our minds open and curious, our approaches objective, our judgment fair and well-considered. We have tried to remember that even in the slightest ways—by a word, a gesture, a smile—we can tip the balance in favor of peace.

## The means are many

Against this background of aim and conviction we have worked to find the best means of accomplishing our

goals. Our methods have varied from teacher to teacher, school to school, State to State. Some of our efforts have succeeded exceptionally well, and we have passed the word along. The UN, together with UNESCO and other of the specialized agencies, has encouraged us and supplied us with teaching materials of many kinds; so have our own Government agencies, and the scores of private organizations in this country that are aiding in the work of interpreting the UN to the people.

As a result of the concerted effort that has gone on to develop methods and materials for effectively teaching international understanding, we are now in a much better position to do a good job than we were a dozen years ago, although elementary school teachers are still handicapped by a lack of materials appropriate to the interests and understanding of their pupils. And because we ourselves have gradually grown more perceptive to what international cooperation really means, we are more alert to the opportunities for teaching it that daily present themselves in countless and sometimes unexpected ways.

#### As part of the curriculum . . .

Most of those opportunities come to us right in the classroom, in the various subject areas of the curriculum.

We go at it gradually, however. In the primary grades, direct formal teaching of the UN would be just as inappropriate as an effort to force the children into consciousness of specific intergroup problems.

Enough, in the nursery school, if the children happily sail their toy boats across tiny oceans and along the shores of miniature continents, receiving thus their first faint intimations of the world beyond themselves.

Enough, in the kindergarten, if through songs and games and stories they learn something of how children in other countries sing, play, and live. For even such small experiences will make them know that they have much in common with children everywhere, a knowledge that as long as they live

will help to make them receptive to the thoughts of other people.

But on the whole the teaching of world understanding begins earlier in the elementary school nowadays than it used to. Children are more prepared for it, for they live in a world that has suddenly become more accessible. Many have parents who have worked abroad, and some children have even lived abroad themselves. Visitors from other countries come often to their homes and communities. Television brings the world—and the UN—right before their eyes.

Third-graders studying community life now look beyond Hometown, USA—only in a general sense, it's true, but in a sense that begins to make them aware of the overwhelming economic interdependence of peoples. When they have a unit on foods, for instance, they brush against facts that carry their minds far away, to the world's rice bowl, to coffee orchards in Brazil, banana plantations in Ecuador. This is casual knowledge; they will not be tested on it. But not for a moment is it pointless: it is part of the upward, outward direction of a spiral of growing experience and understanding.

In the third grade, too, many children begin to get some introduction to foreign languages. It's always conversational, usually brief—"hello" and "goodbye" and "thank you"—but it's enough to make them feel a little closer to others.

Fourth-graders, studying type lands and type peoples, begin to realize that peoples must fit their ways of living to their land and to their climate. Here, at the same time that they are taught the logic lying behind the differences between themselves and people who live, for example, in hot rainy lands, they learn also to see the similarities between them. For it is the similarities between us and others that bind us together; and in the classroom there is no room for irresponsible emphasis on foreign oddities, unless they have an intrinsic loveliness that charms and attracts.

Fifth-graders, who begin to go

systematically into American geography and history, move much closer to an understanding of the UN as a necessity. Pausing in New York as part of their study of the "Changing Northeast," they see the UN headquarters towering above East River in Manhattan. Fresh as they are from learning that people of many backgrounds have enriched this country, and that shorter routes and faster transportation have opened wide the world, they are more than ready to take in the concept of a center where nations meet to work together.

Sixth-graders look farther beyond our borders. In several States they concentrate on the Latin American countries, where they find stimulating

#### For Teaching International

Some Sources of Materials

International Documents Series, CO  
2960 Broadway, New York

For a pamphlet, *How to Find Out*

UNESCO Gift Coupon Office

For information about the gift

United Nations Headquarters

For a catalog of U.N. films

For a schedule of UN radio program

For information on special workshops and

(Education Section, Department of

U. S. Committee for UNICEF Room

For information on the trick-or-treat proje

U. S. Government Printing Office,

For two Office of Education bulletins: *Teach*

*Educational Institutions*, by Fredrick M. Tan

and *How Children Learn About Human R*

Helen K. Mackintosh, ed., 195

parallels to our own country—parallels in national heroes, in struggles for independence, in ways of life. Latin America also offers children some opportunities to see the specialized agencies of the UN at work—UNESCO in a literacy program, WHO in the campaign against malaria, FAO in the effort to produce more food. And in the milk-distribution programs of several countries they come across UNICEF, which appeals especially to children and is itself an opportunity for them to share personally in the work of the UN. For sixth



graders who study instead the peoples and lands of the Eastern Hemisphere, the same avenues open.

Thus we see the spiral of learning constantly widening. By the time the American child has reached the seventh grade he already feels himself part of the world, though perhaps he cannot yet say exactly why he feels so. About this matter he gradually becomes more conscious and articulate in the next four years, as he turns his mind to further study of the histories of Europe, Asia, and America, and world geography. During that time his awareness of his world heritage sharpens, and he sees how even today it influences every phase of his life.

## International Understanding

### Materials and Information

See, Columbia University Press  
New York 27

How to Find Out About the UN

Supplies Office, UN, New York  
about the gift coupon plan

Headquarters, New York

of U. S. Films (Room 945)

Radio Programs (Radio Division)

Workshop and in-service courses for teachers  
(Department of Public Information)

UNICEF Room 1860, UN, New York

for the project, and on its recreation kit

Printing Office, Washington, 25 D. C.

Publication: *Teaching About the UN in U. S.*

by Richard L. Tandler (Bul. 1956, No. 8, 25¢)

at Human Rights, by Wilhelmina Hill and  
Washington, 1951, No. 9, 15¢)

By now the student is able to think in more abstract terms. More or less, he can organize the concrete experiences of his earlier years into the broad general insights that he needs for comprehending an idea as complex as "United Nations." He is at last ready for the studies available to him in his junior and senior years, where he sees his country growing ever more of a leader in world affairs and himself becoming correspondingly responsible as a citizen. He learns to think about such complicated problems as the uses of atomic

energy and ways of keeping the peace. And with the feeling of personal responsibility in group ventures that has been fostered in him all through his school years, he now finds it impossible to approach these studies as mere academic exercises.

## ... in every subject

But though we naturally have looked first to the social studies as vehicles for teaching international understanding, we have not confined ourselves to them. So permeating is the influence of the UN and the specialized agencies, which together reach out to touch every aspect of human endeavor, that we cannot imagine a subject that cannot be used to contribute something to sound international concepts.

Courses in literature, foreign languages, and science—courses in music and art—courses in home-making and agriculture: just to name them calls possibilities to our minds, possibilities already utilized in many schools across the country.

But no matter what the origin of the teaching and learning processes, they lead to classroom activities of many kinds, most of them appropriate at every level, varying only in degree of complexity: Reporting and discussing current events, writing and acting plays and pageants, taking field trips, listening to radio and TV programs, looking at slides and films, holding exhibits, making scrapbooks and stamp collections, writing to pen pals.

One activity that senior high school students are finding meaningful and stimulating is participation in a model international assembly—a model Security Council, perhaps, or a Trusteeship Council—in which each participating school represents the nation of its choice. Not only do these sessions arouse the students' interest in the organization of the UN and impart a better knowledge of its work, but they give the students also an insight into the cultures of the peoples they "represent."

One word of caution: Without careful advance preparation, a model

meeting can be worse than no meeting at all. But this is not a drawback. The period of preparation has real educational value in itself, particularly since it calls for much cooperation within the school. Teachers of history, geography, languages, government, and current events are drawn into it; librarians cooperate; and even families of the students catch the spirit of the thing.

## Outside the curriculum

Outside the curriculum we have found scores of other opportunities for giving children and young people rewarding experiences in international thinking and communication.

We have welcomed the special international days, which afford the school a chance to join hands with the community in observance: United Nations Day, on October 24; Human Rights Day, December 10; World Health Day, April 7; Pan American Day, April 14.

We have taken advantage of the special projects provided by various organizations as means of awakening sympathetic and friendly feelings toward others: The Bookshelf Project sponsored by CARE; Magazines for Friendship; UNESCO's Gift Coupon Plan; UNICEF's Christmas cards and its wholesome variation of tricks-or-treats on Halloween; the international art exchange of the Junior Red Cross.

## For the future

In many ways we feel that in the past 12 years we have come far in our knowledge of how to teach international understanding. At the same time that we have learned much from each other, we have also learned from concurrent efforts in the schools of other countries, and for that we are grateful.

But we look eagerly forward to a wiser future. We are heartened to know that the UN is itself renewing efforts to find better ways of teaching and better materials; and in these efforts we now join, together with teachers in many other parts of the world.

## 19 NEW RESEARCH CONTRACTS

OF THE 83 projects that have been recommended for support under the Office of Education's co-operative research program, 55 had been signed into contract by mid-February, the time of this writing. For most of the others, negotiations were under way.

Last month *School Life* reported details of the first 36 contracts; now it reports, in the table below, on the 19 that were signed between January 1 and February 15. For titles of the projects, the reader is referred to February's *School Life*.

**Federal funds to be spent for educational research under 19 contracts negotiated between the Office of Education and various educational agencies and institutions during January 1-February 15, 1957, together with totals for 36 contracts signed before January 1**

FIELD, INSTITUTION, AND NAME OF DIRECTOR	FEDERAL FUNDS				
	1956-57 <sup>1</sup>	1957-58 <sup>2</sup>	1958-59 <sup>2</sup>	1959-60 <sup>2</sup>	Total
<b>Mentally Retarded</b>					
Columbia University:					
Maurice H. Fouracre, Irving Lorge, Frances Connor.....	\$58,182	\$109,863	\$119,043	\$313,364	\$600,452
Irving Lorge.....	40,000				40,000
George Peabody College: Margaret Hudson.....	7,261	19,861	4,205		31,327
Iowa State Department of Public Instruction: James B. Stroud, Lloyd L. Smith, Drexel Lange.....	11,730	60,605	60,605		132,940
Kansas State Department of Public Instruction: Marguerite Thorsell.....	4,611	6,867	6,867	3,105	21,450
Nebraska State Department of Education: William R. Carriker.....	4,650				4,650
University of North Carolina: Thelma Gwinn Thurstone.....	24,096	52,624	52,624		129,344
University of Texas: William G. Wolfe.....	5,000	14,000	14,000	4,565	37,565
Wayne State University: John J. Lee, Thorlief G. Hegge, Paul H. Voelker.....	15,239	52,943	18,736		86,918
<b>Special Abilities</b>					
University of Chicago: J. W. Getzels and P. W. Jackson.....	7,763	20,930	21,965		50,658
University of Michigan: Alvin Zander.....	6,900	3,450			10,350
<b>Juvenile Delinquency</b>					
Syracuse University:					
Nathan Goldman.....	8,917	21,402	12,485		42,804
George G. Stern.....	8,060	19,025	10,968		38,053
<b>Retention of Students</b>					
Iowa State Department of Public Instruction: L. A. Van Dyke and K. B. Hoyt.....	6,900	9,200			16,100
Office of Education: E. V. Hollis.....	38,750	43,750			82,500
<b>Staffing</b>					
Syracuse University: George G. Stern.....	7,513	10,519			18,032
<b>School Construction</b>					
Office of Education: W. Edgar Martin.....	22,500				22,500
<b>Other</b>					
New York State Education Department: Donald H. Ross.....	117,000				117,000
University of Chicago: James S. Coleman.....	7,500	15,812	8,313		31,625
<b>Total, 19 projects listed above.....</b>	<b>402,572</b>	<b>460,851</b>	<b>329,811</b>	<b><sup>3</sup> 321,034</b>	<b>1,514,268</b>
<b>Total, 36 projects signed before Jan. 1.....</b>	<b>326,230</b>	<b>403,048</b>	<b>195,610</b>	<b><sup>2</sup> 51,290</b>	<b>976,178</b>
<b>Grand total, 55 projects.....</b>	<b>728,802</b>	<b>863,899</b>	<b>525,421</b>	<b><sup>3</sup> 372,324</b>	<b><sup>4</sup> 2,490,446</b>

<sup>1</sup> Total Federal money appropriated for this fiscal year is \$1,020,190. Nearly two-thirds of it (\$675,000) has been specifically earmarked for research on education of mentally retarded children. In the 55 contracts signed by mid-February, \$397,952 had been committed for the mentally retarded; \$330,850, for other fields.

<sup>2</sup> Payment of Federal funds after 1956-57 is contingent upon Congress' appropriating funds for the purpose.

<sup>3</sup> Includes funds for 1960-61 and 1961-62.

<sup>4</sup> Total to be contributed by institutions and agencies under the 55 contracts is \$892,371, making a grand total of \$3,382,817.

# ROLE OF THE SPECIAL TEACHER

Specialists in art, music, and physical education explore the subject with classroom teachers, supervisors, and school administrators

WHEN a special teacher comes into a classroom to teach a lesson in art, music, or physical education, his or her arrival is not a signal to the classroom teacher to leave the room and take a little rest. Rather, it is a signal for the two teachers to continue a partnership of effort that began when they planned the lesson together—a partnership that will continue into tomorrow and next week and the rest of the school year, as they work together to make experiences meaningful in the lives of children.

*Partnership of effort between the special teacher and the classroom teacher*—this idea ran like a persistent thread through the discussions at a conference held in the Office of Education during January 16–18. It was expressed not only by special teachers themselves and classroom teachers, but by supervisors and school administrators, too; for all were represented at the sessions, which explored the role of special teachers of art, music, and physical education in the elementary schools.\*

## The conferees choose

The committee that planned the conference, feeling unable to anticipate which questions the visitors would prefer to discuss, and wishing to build a program that was flexible, named a panel to conduct an exploratory discussion at the first session of the conference. Out of this discussion came the four basic questions on which the ensuing sessions centered: *What are our common goals?*

\*The conference was held under the sponsorship of the Elementary Schools Section, Office of Education. Cochairmen were Ralph G. Beelke, specialist for art education, and Elsa Schneider, specialist for health, physical education, recreation, and safety.

*What are the relations of the special teacher, the classroom teacher, and the supervisor to each other?*

*What seem to be the current trends and practices?*

*How can we have good cooperative planning?*

To explore ideas, the conference broke up into small discussion groups, usually into groups that were cross sections of the conference, but also into groups made up of specialists in each area. What these groups thought and what they recommended became matters for consideration at the general sessions.

## Points of agreement

Consensus was especially strong on many points. Among them, these—

*Children need the services of specialists in music, art, and physical education.*

Classroom teachers present were emphatic about this. They felt that the special teacher had ways of enriching the curriculum and helping the child develop that they themselves were not equipped to provide without help; and they mentioned, as evidence of similar feeling among parents and school administrators, the fact that a number of schools which once discontinued use of special teachers are now employing special teachers again.

*Aims of the special teacher are essentially the same as the general aims of education.*

Some of the conferees felt that one of the brightest benefits accruing from the conference was the assurance that special teachers in all fields have the same broad aims. "Until I came," said one, "I didn't know that physical education teachers knew so much about children." Thus he added edge to yet another thought—that a good deal of understanding between groups can go begging simply

because they do not communicate enough with each other.

*The specialist must put the child first, the subject second.*

Participants conceded that the specialist's deep interest in his own field is both natural and desirable. But the specialists themselves were the first to insist that they must submerge their feeling for their fields in a respect for the developing child.

*Special teachers in the elementary schools should serve all grades.*

Conferees disapproved of confining the services of special teachers to the upper grades. Primary grades, too, they said, need enrichment of their curriculum, and for some reasons need it particularly.

*Each school has to work out its own best way of using the special teacher.*

No one pattern of work for the special teacher has shown itself to be better than others. After all, the conferees said, local circumstances alter cases—the local philosophy of education, for one thing—the ratio of special teachers to classroom teachers—the teacher turnover—the type of curriculum. Only one answer to all the variables comes clear: Co-operative planning by the special teacher, the classroom teacher, the supervisor, and the administrator; together they can arrive at the plan most effective for their school.

*The role of the special teacher is complex.*

The special teacher has responsibility to consult and cooperate with other members of the staff, to teach when necessary, and to help interpret the school and its program to the community.

*Inservice education is essential and should be a continuous process.*

In discussing inservice education, the conferees spoke mostly of the

classroom teacher as the recipient, though they implied that such training was equally needed by the special teacher, who, as one group put it, "not only must know his own field well but must also know children, be interested in the experiences of the child throughout the whole day, and know how to work effectively with other teachers."

The classroom teacher, most of the conferees said, is the one to see that the child gets maximum benefits from the help specialists can give. For that reason, the classroom teacher must understand the goals and techniques and programs of special teachers, observe them at work with her class, and use all available resources to assure the child rich experiences in art, music, and physical education. Workshops, scheduled on school time whenever possible and held at regular intervals, were recommended as one of the most effective ways of helping classroom teachers to improve their own skills in these areas and to understand how services of specialists can supplement their own work, thus improving the teaching of both.

*No day should pass in any class without some emphasis on art, music, and physical education.*

No attempt was made to say how much school time should be spent on each of the three special areas. But until such time as some agreement could be reached on the question, the conferees said, they would be content to rely on the sense of responsibility in the teacher, *provided* the importance of these areas to the child was well established in her consciousness. *If it were so established, they thought, children would receive daily experiences in these areas.*

### The rounding up

As the conference drew to a close, the participants began a concerted and earnest effort to compose a statement that for them would summarize the place of the special teacher in the elementary school.

It proved not easy to do. The making of the first draft drew out some differences of philosophy,

chiefly over the question as to *who*—the classroom teacher or the special teacher?—was basically responsible for success of the teaching in special areas. Both were championed in the warmly exciting session that ensued; and, at the end of it, all the differences of opinion were entrusted to a special committee to consider in preparing a second draft.

The statement that was finally accepted was not without dissenters. Some wanted it to take a stronger position for the place of the classroom teacher, who, they said, was first and last responsible for the effectiveness of the teaching in her class. A few wanted it to hold the special teachers responsible for the effectiveness of their own programs. But for the large majority of conferees, it expressed what they thought:

Art, music, and physical education are essential to the education of children. Experiences in these areas are best provided with the classroom teacher and the specialist working cooperatively, each making his unique contribution. Specialists in these areas provide direction to and enrichment for these experiences. Through such services as cooperative planning, working with children, participating in inservice education activities and in-

### DON'T ASK

To all our readers who are about to sit down and write to New York University for one of its *Career Service* pamphlets: Read this notice first.

The *Career Service* pamphlets have long been out of print, and no copies are available. The University has appealed to the Office of Education to help stem the flood of requests it has been receiving lately for those pamphlets; and we are glad to comply, for in a way we feel responsible. Ten years ago we mentioned those pamphlets in a publication of our own, *Guide to Occupational Choice and Training*, which, being yet for sale by the Government Printing Office, continues to move about the country, encouraging people to ask NYU for something it no longer has.

Thus you are advised: *Please don't ask.*

interpreting the contributions which can be made by these areas, the specialist promotes a better understanding, develops individual potentialities, and encourages a greater use of art, music and physical education.

### Some recommendations

Looking to what could be done in the future to improve teaching in the three areas under consideration, the conferees made a few recommendations:

1. That State and national organizations be encouraged to set up study groups to explore further how specialists in music, art, and physical education can work to insure the best education for children.

2. That teacher educators—deans of schools of education, professors of education, directors of elementary education, State supervisors, State commissioners, and public-school administrators—hold a national conference to consider how they might better prepare both the classroom teacher and the special teacher for their cooperative venture. (So strongly did the conferees feel that many of their problems could be solved through better teacher education that they put this particular recommendation in the form of a resolution.)

3. That research be encouraged in a number of aspects of the three areas of special education. For instance, more facts are needed to determine such matters as how much of the school day should be devoted to music, art, physical education, and other special areas; what is the comparative effectiveness of various consultant-to-teacher ratios; and what are the comparative advantages of the self-contained classroom and the use of special teachers.

Letters that have come back to Washington since the conference are heartening to the Office of Education staff. Several of the participants have written that they were "stimulated enough" to want similar conferences in their own States; and for such conferences, both State and local, a number are already making definite plans.



# SERVICES WANTED

National organizations look to the Office of Education

**THIS IS THE SECOND** of two reports on a questionnaire sent out by the Office of Education last fall to the 283 national organizations that the year before were represented at the White House Conference on Education. The first report, published in February's *School Life*, concentrated on the replies to these questions: (1) What is the current program of your organization for each of the six problems discussed at the Conference? (2) Did the Conference stimulate any of your activities? Now these pages focus on replies to the last part of the questionnaire: In what ways can the Office of Education help you to work toward the goals set up by the Conference, or to carry out your general education program?

**W**HEN the national organizations concerned about education describe the kinds of services they want from the Office of Education, they reflect their several different interests: The arts; social studies; scouting; the education of teachers, scientists, engineers, or just plain adults; school building needs and costs; gifted and handicapped children; scholarships; school-district reorganization; school health services; religious education; community centers; prevention of blindness; and a dozen others. At the same time, however, they show exceptional unanimity in their requests, probably because their specific interests have grown out of their devotion to education generally.

## 1

**Collect and report  
official school statistics  
on a more up-to-date basis**

Almost with one voice the organizations call for statistics, promptly published. Thus they echo in part the basic purpose of the Office, as the Congress spoke it 90 years ago this month, when it established a Federal "department of education."\*

Stating that the facts gathered in the national school-facilities survey in the early 1950's are already out of date, they ask for fresh figures on school-construction needs. They specify, too, their wish for the latest data on school-construction costs and spending throughout the country, on school-district reorganization, on rural education, on enrollment trends at all levels. They remind the Office of the usefulness of the financial data prepared for the White House Conference and request that at least some of that information be kept constantly up to date.

Organizations with a special interest in higher education, many of whom call the Office's statistical services in their area "almost indispensable," urge that these services be given more promptly in the future. They set high goals, asking the Office to maintain "the Nation's best possible unified set of statistics on higher education." They ask particularly for statistical information projecting the future demand for college admissions and scholarships; and for facts about college students enrolling in the sciences—facts similar to those the Office regularly collects and publishes about engineering students.

In general, most of the organizations say that the American public is trying to approach its major educational problems without adequate data; and they turn to the Office with this broad request: "Publish and distribute to the widest audience, cur-

\*"... for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country." 39th Cong., 2d sess., March 2, 1867.

rent statistical information on education from the nursery school through adult-education levels." A few point out that many conflicting statistical reports are circulating on many subjects, and that the people of the United States need an authoritative source of information to which they can turn with confidence. Current and accurate reports from the Office, they say, will "pave the way for cooperation of all groups toward successful solution of our problem."

According to some organizations, however, the data alone are not enough. They want also a service that coordinates data with data, that analyzes and interprets, that "helps us to see and understand the dimensions of the problems."

## 2

**Give us the benefit of your position  
as a "conning tower" for all  
education in the United States  
and tell us what you see**

"Keep us continually informed of what is going on and what others are doing," is a request that occurs among the replies almost as persistently as the request for statistical data; and, in making it, the organizations are just as specific. "Feed us information about these matters," they say—

*Current issues in education at the Federal level*

*Concerns that educators and laymen feel over efficient and economical organization of schools*

*New laws, both State and Federal, that affect our educational programs*

*Efforts of public schools to develop moral and spiritual values*

*Activities and programs of other national organizations to promote education*

*Kinds of questionnaires used for collecting data in research projects*

*Grass-roots thinking about needs and problems in teaching language arts*



*Constructive cooperation between schools and voluntary agencies*  
*Activities such as institutes, conferences, and workshops that stress education for good group relations*

3

**Extend research into critical areas to define more clearly the current school conditions**

One organization prefaces its request for research by speaking of "the unknowns we now face in the realms of schoolhousing, teacher training and certification, scholarships, adult education—to mention only a few," and expressing its conviction that within these unknowns lie buried many clues that business organizations—the American people, in fact—would find invaluable in developing their educational programs. For that reason, it says, promoting and carrying out research would be one of the greatest contributions the Office could make.

Many of the organizations specify areas in which they want the Office to stimulate, support, or carry out research. Among them, these—

*Curriculum and administration for retarded children*

*Neglected areas in schools where children attend on a part-time schedule*  
*Effect of class size on teaching techniques*

*Followup for children on the move from school to school*

4

**Participate in our conferences and share in our planning and programs**

The call for consultative services from Office specialists is sounded in a large number of the replies. "Assistance from the Office should be a mutual sharing and planning," says one organization. "We consider this to be a necessary function between government and private organizations."

Particularly frequent are requests that the Office staff participate in the educational conferences sponsored by the various organizations. Many organizations cite benefits they have

received from such participation in the past and ask to have it increased in the future; a few say that such participation has not always been available and that on occasion they have had to turn elsewhere for consultation.

They also want the Office to be represented on certain of their committees, to take part in their activities, to help them in their planning, their workshops, their projects. Such sharing, they feel, not only would enrich their own programs but would develop mutual understanding of the goals shared by the schools and the organizations.

Now and then we find these requests for cooperative planning being phrased in the opposite way, too: For example, the Office is asked to continue to consult the organizations, "in order to obtain their support and cooperation for its own various projects"; and to invite representatives of the various organizations to its own conferences and workshops.

5

**Provide us with materials that we can use to stimulate public interest and to develop our own educational programs**

"Give us the facts in layman's language," is the underlying theme of a great many requests for educational materials—particularly in requests for information about current research programs and school legislation.

Simple discussion guides are wanted, with factual material put up in attractive, easy-to-use charts and pictures; and up-to-the-minute flyers which point up educational needs that citizens can work on.

Specifically requested are materials "that will sharpen the function of public education in terms of the human beings involved." Also mentioned are bibliographies, resource materials of all kinds and directories of resource materials, discussion guides, and monographs or books on such subjects as "The Arts in General Education in the United States."

6

**Give us leadership**

It is a little difficult to separate the particular request from the foregoing ones, for it is closely interwoven with each of them.

Thus, the Office is asked not only to provide statistical data, but to take the leadership in improving practices of reporting educational statistics. The breakdown of student enrollments into full-time and part-time, in *Statistics of Higher Education*, is cited as an example of how helpful the Office can be in this area.

It is asked not only to disseminate information about what others are doing to solve educational problems, but to point out the problems in the first place, and itself to suggest solutions.

And it is asked not only to carry out research but to direct others to places where research is most needed. It is asked to hold conferences among research educators on critical areas of education and to publish findings. It is asked to coordinate information about research projects across the country and to discourage unnecessary duplication.

Other replies call for the Office's taking the lead in stimulating a national conference on adult education, suggesting specific projects for action within the social welfare field, advising with school architects and their associations to assure the development of adequate school facilities, encouraging more general community use of public school buildings, and sponsoring regional and State meetings on a number of educational problems.

7

**Continue the good work**

Almost throughout, the replies are generously warmed with appreciative references to services the organizations have received from the Office in the past. More than any other word, *continue* occurs—a gratifying word to a professional staff that has long spent its knowledge and experience in service to education.

It is interesting to note that the most enthusiastic praise of Office services comes from those organizations that have worked closely with individual members of the Office staff. These organizations, in describing the services they want continued, usually identify them with the staff members who provide them. Their answers are dramatic evidence that Office specialists are strong links between education and the public—sources of information that sustains citizen interest. Again and again the organizations refer to “valuable assistance” from individual staff members, on such matters as education of exceptional children, adult education, education in social studies, in fine arts. They speak of “excellent cooperation” from specialists in school finance and housing, and from those who have supplied statistics and other information on training science and mathematics teachers. They commend the services of the Guidance and Student Personnel Section. They ask specialists in State and local school administration for further studies of State organization of education, further research into problems and programs of school-district reorganization.

Also asked for is a continuation of the *Education Fact Sheet*, which is unanimously praised for its factual and objective treatment of developments that move education closer to the goals set up by the White House Conference; and of *School Life*, which presents a picture of education at the Federal level and announces Office studies and publications.

“Continue to give us moral support,” the organizations say. “Continue to participate in our conferences, help us with our research, and write articles for our magazines. Continue to make studies and carry out research, and to provide us with statistics and other information. Continue to supply us with your reports and publications. Continue to call conferences to consider the problems in elementary education, and to invite us to send representatives. In short, continue your good work.”

## The President's Message

*Continued from page 6*

serve the cause of education most effectively.

First, the program must be recognized as an emergency measure designed to assist and encourage the States and communities in catching up with their needs. Once the accumulated shortage is overcome, if State and local autonomy in education is to be maintained, the States and communities must meet their future needs with their own resources and the Federal grant program must terminate. The States and communities already are building schools at a rate which clearly shows their ability to do this.

Second, Federal aid must not infringe upon the American precept that responsibility for control of education rests with the States and communities. School-construction legislation should state this policy in no uncertain terms.

Third, Federal aid should stimulate greater State and local efforts for school construction. Many States now make no contribution to school construction, and in some States which do contribute the amount is relatively small. Further, to increase total funds for school construction, Federal grants should be matched by State-appropriated funds after the first year of the program.

Fourth, the allocation of Federal funds among the States should take into account school-age population, relative financial ability to meet school needs, and the total effort

within the States to provide funds for public schools. An allocation system based solely on school-age population would tend to concentrate Federal aid in wealthy States most able to provide for their own needs. An allocation system which provides more assistance to States with the greatest financial need will help reduce the shortage more quickly and more effectively.

Fifth, in distributing grants under this program within each State, priority should be given to local districts with the greatest need for school facilities and the least local financial ability to meet the need.

\* \* \*

In a nation which holds sacred the dignity and worth of the individual, education is first and foremost an instrument for serving the aspirations of each person. It is not only the means for earning a living, but for enlarging life—for maintaining and improving liberty of the mind, for exercising both the rights and obligations of freedom, for understanding the world in which we live.

Collectively, the educational equipment of the whole population contributes to our national character—our freedom as a nation, our national security, our expanding economy, our cultural attainments, our unremitting efforts for a durable peace.

The policies I have recommended in education are designed to further these ends.

## PAN AMERICAN DAY

April 14

The Pan American story is a continued story of cooperation that began 67 years ago; and on each April 14 we proudly review another installment.

To help schools mark the day the Pan American Union has prepared a packet of materials. It is free. Write to the Union, Washington, D. C.

## OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

### FOR SALE

(Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

AUSTRIAN TEACHERS AND THEIR EDUCATION SINCE 1945, by *Helen C. Lahey*. 1956. 82 p. 35 cents. (Bul. 1957, No. 2.)

DIRECTORS AND SUPERVISORS OF SPECIAL EDUCATION IN LOCAL SCHOOL SYSTEMS, prepared by *Romaine P. Mackie*, *Anna M. Engle*, and committee. 72 p. 30 cents. (Bul. 1955, No. 13.)

EDUCATION DIRECTORY, 1955-56. PART 4, EDUCATION ASSOCIATIONS, by *Edith H. Rogers*. 1956. 78 p. 30 cents.

PLANNING AND CONDUCTING A PROGRAM OF INSTRUCTION IN VOCATIONAL AGRICULTURE FOR YOUNG FARMERS, by *H. N. Hunsicker*. 1956. 94 p. 45 cents. (Voc. Div. Bul. No. 262.)

HOME ECONOMICS IN COLLEGES AND UNIVERSITIES—PLANNING SPACE AND EQUIPMENT, prepared jointly by the *American Home Economics Association* and the *Home Economics Education Branch, Office of Education*. 1956. 84 p. 65 cents. (Misc. No. 25.)

SCHOLARSHIPS AND FELLOWSHIPS—A SELECTED BIBLIOGRAPHY, by *Richard C. Mattingly*. 1957. 28 p. 15 cents. (Bul. 1957, No. 7.)

STATISTICS OF STATE SCHOOL SYSTEMS: ORGANIZATION, STAFF, PUPILS, AND FINANCES, 1953-54, by *Samuel Schloss*

and *Carol Joy Hobson*. 1956. 140 p. 55 cents. (Ch. 2, *Biennial Survey of Education in the United States, 1952-54*.)

### FREE

(Request single copies from Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.)

ANNUAL REPORT, OFFICE OF EDUCATION, 1955. Reprinted from the *Annual Report of the U. S. Department of Health, Education, and Welfare, 1955*. 1957. 167 p.

NATIONAL LEADERSHIP DEVELOPMENT CONFERENCE IN TRADE AND INDUSTRIAL EDUCATION: CONFERENCE REPORT, JULY 30 TO AUGUST 10, 1956. 85 p. (Cir. No. 492.)

REFERENCES ON FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL, prepared by *Marjorie C. Johnston*. January 1957. 11 p. (Cir. No. 495.)

REPORTING PUPIL PROGRESS TO PARENTS, prepared by *Hazel Gabbard* and *Gertrude M. Lewis*. December 1956. 23 p. (Ed. Brief No. 34.)

SUMMARY STATISTICS ON ENGINEERING ENROLLMENTS AND DEGREES, 1956, prepared by *Sidney J. Armore*, *Henry H. Armsby*, and *Leah W. Ramsey*. December 1956. 4 p. (Cir. No. 491.)

VETERINARY MEDICINE, by *Royce E. Brewster*. January 1957. 3 p. (Guidelines.)

